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ABSTRACT

This fourtheenth of 14 curriculum modules in the Family and Community Services Occupational Education Modules series deals with the identification and resolution of morally confusing situations which arise in service occupations. A suggested Code of Ethics for Family and Community Services is included. Discussion of case stories and other experiences are designed to help students be prepared to make decisions based on their own values and rationality rather than on the expediency of the moment. Each of the three competencies covered in this module encompasses a number of objectives, suggested strategies for student experiences, and references and resources. Supplemental material for strategies, such as handouts, self-evaluation devices, and case studies, are found in the appendix. A listing of additional references for the teacher is also provided. (YLB)

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ED203115

Family and Community Services

MODULE XIV

ETHICS AND MORALITY

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CE 029 180

CURRICULUM MODULES

I. Securing Employment (Office of Education)

II. Self Development and Understanding

III. Roles and Responsibilities in Family and Community Services Occupations

IV. Resources, Facilities, and Personnel in Family and Community Services

V. The Helping Process

VI. Physical, Psycho-Social, and Economic Needs of Various Target Groups

VII. Care of the Individual

VIII. Decision-making and Management

IX. Care of Home, Equipment, and Possessions

X. Crisis and Emergency

XI. Chemical Dependence

XII. The Family: Functions and Structures

XIII. Death and Dying

XIV. Ethics and Morality

How To Use the Modules

1. Select competencies which you believe your students should have when completing the course and/or work experience.

2. Examine the objectives and select those appropriate for your students.

3. Read the strategies and select those which are suitable for your students, your facilities, and your own abilities and knowledge.

4. Examine resources and appendix to determine what needs to be reproduced and/or ordered. You may have student texts or other materials which can be substituted for those listed in the Modules. (You all know that films and books need to be ordered far in advance of use.)

5. Read the test and revise it to include only those sections which relate to the competencies you have selected. If you do not agree with the key, modify or eliminate the item. When the test is revised, numbering will have to be changed. Please note that one answer gives one point. There are no 1/2 or 1/4 point items in the tests. The matrices which indicate the competencies and taxonomy level for groups of items are only approximate and must be related to your individual application of the materials.

6. Add to and eliminate at any point in the use of the materials. The curriculum modules have been developed as supportive devices to help you utilize your experience, knowledge, and creativity. Students will also have ideas for strategies and resources from their own experience.

7. Proceed with teaching, learning and evaluating. Evaluation and adjustments should be continuous. As you know, what works with one group of students may not work with another group. One Module might be appropriate this year, but not next year and appropriateness of the components of the Modules will change also.

Some Overall Reminders

1. Preview films before showing.

2. Read text before assigning.

3. Order materials and films during school year preceeding the course if possible.

4. Read test items and key before administering test items.

5. Do not use Modules as lesson plans.

6. Know your community and students.

7. Utilize resource people.

8. Plan your Family and Community Services course in the full context of your program. Some competencies may have been learned in other courses. If suitable, you may establish prerequisites such as a Food and Nutrition or Child Development course.

Family and Community Services

MODULE XIV - Ethics and Morality

Competencies:	Objectives:
1. Become more aware of one's values related to ethics and morality.	1.1 Know the definition of values, ethics, and morality. 1.2 Understand how these words relate to own life and work.
2. Identify moral and ethical issues especially related to human (family and community) services.	2.1 Know ways workers in family and community help others. 2.2 Analyze the "right" and "wrong" aspects of helping.

Suggested Strategies. Students will:	References and Resources:
1.1.1 Read definitions handed out by teacher	1.1.1 Appendix: Definitions
1.2.1 Discuss real life situations which illustrate these words with the class or teacher.	1.2.1 Teacher could develop a collection of newspaper clippings.
1.2.2 Read Chapter 15 (Entering the World of Work) in Person to Person and a) list as many value-words as you can find in the chapter b) look at value words and indicate whether they are "right" (r) or "wrong" (w) c) discuss your "right" and "wrong" words in small (3-5 people) groups and list ways in which you disagree d) discuss your group disagreements with the entire class and the teacher	1.2.2 Sasse, Connie P. Person to Person. Chas. A. Bernett Co., Peoria, 1978. Chapter 15.
2.1.1 Tell a short story about sometime when you thought you were helping someone and the person did not appreciate it. Try to write these stories in a short paragraph. Save the paragraph. (Teacher may collect and save).	
2.1.2 Read Chapter 16 (Careers in Working with Others) in Person to Person. Write a list of ways of doing human services.	2.1.2 Sasse, Connie. Person to Person. Chapter 16.
2.2.1 Discuss specific jobs (might be capstone or cooperative jobs of students) and how they help 1) other people 2) yourself 3) society.	
2.2.2 Reread the short stories you wrote about helping someone and write answers to questions about that situation. Hand them in to teacher and be prepared to discuss them. (Teacher should read and pick out some examples for discussion).	2.2.2 Short stories from Strategy 2.1.1 and Appendix: Questions to Answer.

Competencies:	Objectives:
2. (continued)	2.2 (continued)
	2.3 Develop skill in coping with moral dilemnas.
	2.4 Evaluate information about difficult situations.
3. Order values to help in coping with morally confusing situations in the service occupations.	3.1 Understand that "no rule fits all cases."
	3.2 Examine one's own value structure.

Suggested Strategies. Students will:	References and Resources:
2.2.3 List some problems which might arise when trying to help others	2.2.3 Appendix: Concepts Which Might Cause Conflicts Related to Helping
2.3.1 Read case stories and discuss in small groups using these steps: 1. Identify the problem, the goals, and the alternatives. 2. Examine the alternatives and consequences. 3. Make a decision and think about it. (Teacher may add case studies).	2.3.1 Appendix: Three Case Stories
2.4.1 Discuss your small group's ideas with the teacher and the rest of the class.	
3.1.1 Read handout "No Rule Fits All Cases." Discuss with teacher and class.	3.1.1 Appendix: No Rule Fits All Cases
3.1.2 Make a list of 5 things you can do to help other people. Rank them from first (1) to fifth (5) in order of importance. Discuss with classmates.	
3.2.1 Watch "The Jeffersons" on TV and think about how they feel about their jobs (teacher may select some other specific program, all should watch same program). Think about "right and wrong" on the job. Answer questions about "right" and "wrong." 1. What did you see? hear? remember? 2. What happened in the show?	3.2.1 Appendix: Types of Teacher Questions Associated With Value Clarification
3.2.2 Fill out Personal and Social Responsibility Scale. (Students could do this every 2 weeks during work experience and discuss any changes which occur.	

Competencies:

3. (continued)

Objectives:

3.2 (continued)

3.3 Develop a basis or set of criteria for helping make decisions about "right" and "wrong" when on the job.

3.4 Evaluate own behavior in light of criteria developed.

3.5 State some generalizations about morals and ethics on the job and apply them to specific situations.

Suggested Strategies. Students will:	References and Resources:
3.2.3 Look at illustration (on transparency) and answer these questions: 1. What would be a good title for the picture? 2. What happens on the road the boy and girl are traveling? 3. Where does each of the roads lead? 4. In what ways are the two destinations different? 5. Which road would you choose? Why? Discuss your answers with class and teachers.	3.2.3 Appendix: Transparency Master Two Ways of Working
3.3.1 Read carefully the Suggested Code of Ethics (Appendix) which has been given you by your teacher. Think about how you feel about each statement. Then make revisions which you think will be good for you and your class and discuss with the teacher and class. Your teacher will hand you a revised Code of Ethics for your class to use.	3.3.1 Appendix: Suggested Code of Ethics
3.3.2 View filmstrip with tape: Personal Commitment: Where Do You Stand? Discuss the consequences of personal commitment as related to your personal code of ethics.	3.3.2 Personal Commitment: Where Do You Stand? 2 filmstrips, 2 tape cassettes. 2 LP records. Teachers Guide. No. 6601-1330. from - Guidance Associates 757 Third Avenue New York, NY 10017
3.4.1 Reread the code of ethics every other week when working and discuss your behavior in relationship to it with your teacher and/or supervisor (employer.)	3.4.1 Appendix: Strategy 3.3.1
3.5.1 View filmstrips: Job-Related Issues: What's Right? Discuss with classmates and teacher.	3.5.1 Job-Related Issues: What's Right? 2 filmstrips; 1 12" LP/8E-401 404 or 2 filmstrips; or 1 cassette/ 8E-401 412 and 2 Spirit Duplicating Masters Discussion Guide from - Guidance Associates (see 3.3.2 for address)
3.5.2 Work in small groups and write some "Rules" (generalizations, about behavior "on the job." (Teacher should focus on jobs in own community or jobs which students have.)	

DEFINITIONS

Teacher: Select definitions or use all for comparison. Your choice will depend on range of abilities in your class.

Ethics - 1. the principle of morality including both the science of the good and the nature of the right

2. the rules of conduct recognized in respect to a particular class of human actions

3. moral principles, as of an individual

Moral - 1. pertaining to or concerned with right conduct or the distinction between right and wrong

2. of or relating to principles of right and wrong behavior

3. conforming to a standard of right behavior

4. sanctioned by or operative of one's conscience or ethical judgment

5. principles, standards or conduct with respect to right or wrong

Value - 1. to rate or scale in usefulness, importance or general worth

2. relative worth, utility or importance

3. to prize or esteem

4. distinct quality or quantity

For taxonomy levels of valuing, see:

Krathwohl, David R., Benjamin S. Bloom and Bertram B. Masia. Taxonomy of Educational Objectives. Handbook II, Affective Domain, David McKay Co., Inc., NY, 1964.

QUESTIONS TO ANSWER

1. How did you feel when that happened?

2. Why did they not feel you were helping them?

3. What would you do next time? Help in a different way? Not help at all? Why?

4. Is it important for you to help others?

5. Why do people have different ideas about what is helping?

Concepts Which Might Cause Conflicts Related to "Helping"

1. Privacy
2. Cheating
3. Stealing
4. Independence and self-direction
5. Pleasure and enjoyment
6. Balance, moderation, and order
7. Companionship and group activity
8. Quiet receptivity
9. Stern self-control
10. Importance of material and/or sentimental possessions
11. Gossip
12. Money
13. Shyness
14. Language and method of communication
15. Clothes

Teachers: Please add other words on this page as you or students think of them.

Three Case Stories

Story I

Carol had been working in a nursing home for three months. Her job consisted largely of helping keep patients clean and fed. She changed beds, helped patients go to the bathroom or use bed pans, gave baths, served trays, and helped patients eat if they were unable to help themselves. One day she was asked to distribute little cups which she knew contained prescribed medications. She knew the law did not authorize her to dispense medicine, and her immediate superior insisted that she do it.

Try to determine what you would do if you were Carol by answering the question supplied by your teacher.

Story II

Roger and Mary each have jobs in Home Care Services. Roger is helping an old couple who need someone to do yard work, drive them shopping, do heavy work around the house, and to run errands. Mary is working for a man who has three children under ten years old and his wife is hospitalized. She cooks, cleans, and stays with the children after school. Roger and Mary usually meet after their work day and walk home together. Roger notices that Mary is usually carrying a large full paper bag. One evening she tells Roger how she has been "ripping-off" groceries, candy, and toiletries from her employer. She says, "He has plenty of money and my family just doesn't have enough."

What should Roger do? Answer the three questions provided by your teacher.

Story III

Jack is working in a very crowded retirement home. He is responsible for feeding and cleaning about 20 people whose beds are in one room. He has been instructed to place a movable sanitary facility in the room and clean it once a day. He observes that several patients are embarassed to use the facility and so he decides to help them walk down the hall to use facilities which have more privacy. Jack's "boss" gets very upset and is angry with Jack because he is wasting time and "coddling" the old men. Jack feels he is getting all his work done well.

If you were Jack would you continue to help the old men? Do you think he could get fired? Answer the questions the teacher has provided to help you think about Jack's alternatives.

Apperdix
MOD XIV
Strategy 3.1.1

NO RULE FITS ALL CASES

The decisions about "right" and "wrong" when helping people are never simple. Each of us has a set of values which we have developed from our past experiences and which will continue to develop throughout our lives. When making decisions about right or wrong, we must examine not only how we act, but why we act and what the consequences will be. If we believe that jobs in Family and Community Services focus on personal relationships and are to improve the quality of life of people we serve, criteria developed by Lester A. Kirkendall* might be helpful.

MORAL BEHAVIOR	IMMORAL BEHAVIOR
leads to	leads to:
integrity in relationships	duplicity in relationships
trust of others	distrust of others
broadening of human sympathies	barriers between persons and between groups
cooperative attitudes	uncooperative, hositle attitudes
enhanced self-respect	diminished self-respect
consideration of others' rights and needs	exploitation of others
individual fulfillment and zest for living	stunting of individual growth and disillusionment

* from Sex and Our Society by Lester A. Kirkendall and Elizabeth Ogg, Public Affairs Pamphlet No. 366.

HELPS FOR TEACHERS

Types of Teacher Questions Associated with Value Clarification*

The Four Interrogative Modes

EMPIRICAL	RELATIONAL	VALUING	FEELING
What did you see?	How does what you saw relate to the topic? Explain your answer.	Is the relationship you see good or bad for man?	How do you feel about what you saw? heard? read? experienced? remembered?
What did you hear?	How does what you heard relate to the topic?	Is the event you experienced good or bad for man?	Do you feel upset about the relations we have established?
What did you read?	On what grounds?	Are the consequences of the relationship you established between facts and topic good or bad for man?	Are you excited about the effort to base values on the concepts of human utility?
What did you observe?	How does what you read relate to the topic?	Would it be good or bad for man if we agreed with the feeling you just expressed?	If you found yourself in the situation we have described, what would be your most immediate feelings?
What did you experience?	How does what you observed relate to the topic? On what basis?		
What did you remember?	How are these two ideas different from each other?		
What happened?			

* from: Stahl, Robert J. and Gasche, Robert T. Using Media to Develop Values Clarification Episodes. The Clearing House. Vol. 51. April 1978.

PERSONAL AND SOCIAL RESPONSIBILITY SCALE

	Almost Always True For Me	Sometimes True For Me			Almost Always True For Me	Sometimes True For Me
1.	☐	☐	Some teenagers feel bad when they let people down who depend on them	- BUT -	Other teenagers don't let it bother them that much.	☐	☐
2.	☐	☐	Some teenagers think it's the responsibility of the community to take care of people who can't take care of themselves	- BUT -	Other teenagers think that everyone should just take care of themselves.	☐	☐
3.	☐	☐	Some teenagers are interested in doing something about school problems	- BUT -	Other teenagers don't really care that much about school problems.	☐	☐
4.	☐	☐	Some teenagers let others do most of the work in a group	- BUT -	Other teenagers help in a group all they can.	☐	☐
5.	☐	☐	Some teenagers don't see a point in trying to change school policies with which they disagree because the adults control everything anyway	- BUT -	Other teenagers think it's worthwhile trying to change things at school.	☐	☐

from: Hedin, Diane P. Evaluating Experiential Learning. Character. Vol. 1, No. 4, February 1980.

Appendix
MOD XIV
Strategy 3.2.3

"TWO WAYS OF WORKING"

Phyllis Sechrist

SUGGESTED CODE OF ETHICS*

Family and Community Services Occupations

1. I recognize and accept my obligation to the welfare of the individual and/or group being served.
2. I hold myself responsible for the quality of the services which I perform.
3. I respect the privacy of the people I serve.
4. I am careful to use information gained on the job in a responsible way.
5. I practice my services within the boundaries of my knowledge and competence.
6. I accept responsibility to help protect the community against unethical practices within family and community services occupations.
7. I stand ready to help within the limits of my abilities, in public emergencies.
8. I support the principle that family and community services occupations require training and education.
9. I will not discriminate because of race, color, religion, age, sex, or national ancestry in rendering services and in work assignments.

* Adapted by Beatrice Petrich, University of Wisconsin-Madison, from a code of the National Association of Social Workers.

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